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AUTHOR McConochie, Daniel D.; And Others
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ABSTRACT

In 1987, a statewide survey was conducted to examine the experiences and perceptions of 1986 graduates of Maryland's community colleges 1 year after graduation. Questionnaires were mailed by each community college to graduates who received a certificate and/or associate degree between July 1, 1985 and June 30, 1986 (N=7,530). Study findings, based on a 55% response rate, included the following: (1) 48% of the degrees and certificates awarded were in programs designed to prepare the student for immediate entry into a particular career, and 43% were in programs designed to prepare the student for transfer to a four-year college; (2) the average time from first entering the college to graduation was 4.5 years; (3) 66% of the respondents were female and 15% were from a minority group; (4) 39% reported that transfer preparation was their most important reason for first attending the community college; (5) 81% said that the one reason they chose the community college was because of its good location; (6) 92% rated classroom instruction in their program as high; (7) 63% of the graduates were working full-time, another 21% were working part-time, 23% were full-time students, and 18% were part-time students; (8) 41% of the respondents attended another college after graduating from the community college; (9) 17% who transferred reported entering a major that was unrelated to their community college major; and (10) among graduates of career programs, 61% were working full-time in a job related to their community college major. The survey instrument is included. (UCM)

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# FOLLOW-UP OF 1986 GRADUATES

# MARYLAND COMMUNITY COLLEGES

November, 1987

Daniel D. McConochie
Maryland State Board for Community Colleges

WITH THE ASSISTANCE
OF THE MARYLAND COMMUNITY COLLEGE RESEARCH GROUP

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Pat Haeuser, Anne Arundel Community College
Paul Larkin, Community College of Baltimore
Bob Lynch, Catonsville Community College
Freeman Galoff, Cecil Community College
Mona Thompson, Charles County Community College
Ron Heacock, Chesapeake College
Koosappa Rajasekhara, Dundalk Community College
Barbara McClinton, Essex Community College
Mathew Kelly, Frederick Community College
Nancy J. Priselac, Garrett Community College
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# FOLLOW-UP OF 1986 GRADUATES
# MARYLAND COMMUNITY COLLEGES


## Abstract

This report, part of a variety of systematic activities to evaluate current community college programs, examines the experiences and perceptions of the 1986 community college graduates in Maryland. The report summarizes the results of a survey of these 1986 graduates conducted in 1987, approximately one year after graduation. A response rate of 55 percent and the ability to match the survey with data provided by each college support the reliability of using the results of the survey to evaluate the perceptions and experiences of the graduates at the community colleges.

The survey results indicate that the community college graduate is more likely to be female and be 26 years old. Forty-seven percent of the graduates reported they had attended the community college on a part-time basis and the average time from first entering the college to graduation was 4.5 years.

Most of the initial reasons for entering the colleges were job related: either to prepare for entry into a job or to update skills for a current job. Thirty-nine percent had first attended to prepare for transfer to a four-year college. Forty-one percent of the graduates reported they had transferred after graduating from the community college. Twenty-six percent reported they were attending a four-year college or university on a full-time basis and 15 percent reported they were taking courses on a part-time basis.

Although much valuable information was gained on needed improvements at the community colleges, almost all graduates rated their college experiences and their classroom instruction very high. Those who transferred reported high levels of satisfaction with their preparation for transfer, and those who were working full-time reported satisfaction with their preparation for the world of work.

# PREFACE

Maryland community colleges are proud of their graduates and of the systematic activities used to assess the experiences and perceptions of their students. Since 1972, the State Board for Community Colleges and the colleges have cooperated to conduct annual surveys of graduates, employers, and non-graduating students, using the acquired information to improve the colleges. Survey results, like those reported in this study, when examined with the results of professional licensing examinations, surveys of employers, and feedback on transfers from four-year colleges, help the colleges to evaluate their programs and reassure the public that the colleges are accountable for student outcomes.

In addition to this report, survey results are used by each college to prepare reports both for the college and for individual programs at the college. The State Board provides analyses to each college which allow comparisons of college and program results with those of peer colleges and the statewide results. The State Board and the colleges also use the survey results in the Program Data Monitoring System to evaluate individual programs in comparison with similar programs at other colleges.

This survey was coordinated by the Institutional Research Directors at each college. The assistance of these individuals and the guidance of the Maryland Community College Research Group are gratefully acknowledged. The Research Group helped to design the questionnaire and helped with guidance and advice on the survey procedures and analyses of the survey results.

Dan McConochie has been the State Board staff member responsible for this project. Janet Hoffritz assisted with data entry and Maureen Jackson assisted with processing the college provided data and the survey results. Maxine J. Pope provided editorial skills and prepared the manuscript.

This report and the survey have been supported in part by a grant from the Maryland State Department of Education, Division of Vocational-Technical Education.

James D. Tschechtelin
Executive Director

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# FOLLOW-UP OF 1986 GRADUATES
# MARYLAND COMMUNITY COLLEGES

## INTRODUCTION

Community colleges in Maryland are comprehensive colleges offering a wide variety of programs oriented toward transfer to four-year colleges, toward preparation for the world of work, and toward general education and community service. This report examines the graduates of degree programs, summarizes the results of a survey of these graduates, and analyzes their responses to questions concerning experiences at the colleges and the effectiveness of the programs. Other State Board for Community Colleges reports and surveys examine the experience of non-degree seeking students and students taking continuing education courses.

The report has four parts. First, the purpose of the study is defined. Second, the methodology and procedures used in the survey are documented. Next, responses to questions concerning the graduates' experiences and perceptions of their colleges and programs are provided and used to examine how these graduates rate their community college and their programs. Finally, the status one year after graduation and questions concerning the correlation between college and transfer/job experiences are examined.

The report is organized around a series of questions which ask about the survey, about the characteristics of the graduates, and about various aspects of experiences at the college and after graduation.

## PURPOSE

One of the goals of Maryland community colleges is to continue to offer the high quality programs and students services that have attracted students and to respond to changing local, regional and State manpower requirements. The State Board for Community Colleges and each community college in Maryland pursue this goal with the advice and assistance of program advisory committees comprised of employers and through the use of a variety of planning and evaluation activities. One important step in the process of building and maintaining programs is the continuous review and evaluation of current programs.

Surveys of graduates provide useful information on trends in student perceptions of their programs and permit students to evaluate the college's contribution in the achievement of their job and transfer preparation goals. Analyses of these responses provide indicators of the strengths of education in the community colleges and suggest areas for improvement.

This type of periodic report to a larger public audience summarizes a variety of activities undertaken by the State Board for Community Colleges and the community colleges to evaluate current programs and to ensure high quality programs in Maryland community colleges. These activities include a program evaluation system which annually examines enrollment, degrees awarded, discipline costs, manpower projections, and survey results concerning each program.

## METHODOLOGY AND PROCEDURES

### Questionnaire

The questionnaire used in the 1987 survey of 1986 graduates was designed by the Maryland Community Colleges Research Group comprised of Institutional Research Directors from each Maryland community college. The questionnaire was designed to provide useful information at the program, college, and statewide levels. Particular responses are used in the Program Data Monitoring (PDM) system, in the Performance Profile for Maryland community colleges, and in other reporting systems. The questionnaire is reprinted in Appendix A.

### Procedures

The questionnaires were mailed and collected by each community college. Graduates who received a certificate and/or an associate degree between July 1, 1985 and June 30, 1986 were surveyed in March 1987, approximately one year after graduation. Nonrespondents were sent a second mailing two weeks after the first survey was mailed. The employers of these graduates also have been surveyed and will be the subject of another State Board report.

After completing the survey, the graduates mailed the questionnaires to their respective college. Each college returned the surveys to the State Board. Additional coded information concerning the graduate's program, enrollment status, credit hours completed, highest degree earned, grade point average, and demographic characteristics was added to the survey data and used in the analysis.

The State Board for Community Colleges constructed computer files for each college and for the community college system. Analyses of each survey item for each college were returned to the colleges along with the results for peer colleges and for the community college system.

### Response Rates and Checks for Response Bias

The response rate for the 7,530 students who graduated in 1986 and who were surveyed one year later was 55 percent. (Table 1) Response rates at each college ranged from 70 percent to 36 percent. Analyses of results are

thus based on 3,930 respondents for statewide results and for considerably smaller numbers for several of the smaller colleges.

Table 1

RESPONSE RATES
1986 GRADUATES

| College | Questionnaires Mailed | Questionnaires Undeliverable | Respondents | Adjusted Response Rate |
|---|---|---|---|---|
| STATEWIDE | 7,530 | 334 | 3,930 | 55% |
| Allegany | 461 | 4 | 249 | 54 |
| Anne Arundel | 711 | 64 | 438 | 68 |
| Baltimore | 576 | 18 | 203 | 36 |
| Catonsville | 851 | 39 | 441 | 54 |
| Cecil | 90 | 0 | 52 | 58 |
| Charles | 332 | 3 | 149 | 45 |
| Chesapeake | 124 | 3 | 75 | 62 |
| Dundalk | 269 | 5 | 138 | 52 |
| Essex | 734 | 45 | 403 | 58 |
| Frederick | 253 | 8 | 137 | 56 |
| Garrett | 53 | 0 | 26 | 49 |
| Hagerstown | 274 | 20 | 176 | 69 |
| Harford | 426 | 0 | 198 | 46 |
| Howard | 273 | 14 | 142 | 55 |
| Montgomery | 1,016 | 64 | 541 | 57 |
| Prince George's | 971 | 42 | 484 | 52 |
| Wor-Wic Tech | 116 | 5 | 78 | 70 |

Comparisons of respondent demographic characteristics with those of all graduates were made to check for bias in survey return patterns. Return rates, as shown in Table 2, varied somewhat from college-to-college.

Similarly, the gender, race, and academic program of the respondents were compared with these characteristics among all graduates. There was concern that the representativeness of respondents might be effected by different response rates for males, graduates from minority groups, and graduates of different types of programs.

For 1986 graduates, the proportion of males surveyed was 34 percent while the proportion of males among all graduates was 37 percent. Lower response rates for males means that males are slightly underrepresented in the results. Twenty-one percent (1,596) of the graduates were from minority groups while 15 percent (588) of the respondents were from a minority group. (Table 2)

Table 2

CHARACTERISTICS OF 1986 GRADUATES

| Characteristic | All Graduates | | Respondents | | Response Rate |
|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | |
| Gender | | | | | |
| Male | 2,749 | 37 | 1,327 | 34 | 48% |
| Female | 4,766 | 63 | 2,581 | 66 | 54 |
| Unknown | | | 22 | 0 | |
| Race | | | | | |
| Minority | 1,596 | 21 | 588 | 15 | 37 |
| Non-minority | 5,919 | 79 | 3,246 | 85 | 55 |
| Unknown | | | 96 | 0 | |
| Program Area | | | | | |
| Transfer | 2,769 | 37 | 1,416 | 36 | 51 |
| Career | 4,746 | 63 | 2,469 | 63 | 52 |
| Unknown | | | 45 | 1 | |

Graduates from transfer programs and graduates from career programs responded at nearly the same rate. Thirty-seven percent of the 1986 graduates were from transfer programs and 36 percent of the survey respondents were from transfer programs.

The identified differences between characteristics of the respondents and characteristics of the total population of 1986 graduates do effect the types of interpretations that can be made from this survey. Examining differences in attitudes between minority and non-minority students are complicated by the lower response rates of minority students.

Therefore, the responses will be used to describe the results of the survey and no attempt will be made to infer the responses of the total population of graduates. Even though survey data will not be used to infer the responses of all graduates, the relatively high response rates and checks of response bias indicate that survey responses are a useful and reliable description of how graduates felt concerning these issues.

## Limitations of Study

While outcomes explored in this survey are important, they represent only a fraction of the possible effects of a college education. Changes in aspiration, competence, and personality are not investigated. The study makes no attempt to compare the college outcomes measured in this survey with those of

other types of institutions, such as four-year colleges, proprietary schools, or military training programs.

Many students enroll in Maryland community colleges to take individual courses without intending to complete a full program of studies. In contrast to certain other types of colleges, short-term training of individuals who enroll with no degree aspirations is an accepted and important part of the community college mission. These types of students, however, are not included in this survey of graduates of community college credit programs. Other surveys and reports focus on the noncredit students and students who take credit courses but do not graduate from degree programs.

Comparisons between Maryland community colleges are limited to these graduates and do not take into consideration differences in the communities being served or the resources that are available to the individual colleges. Assessing outcomes of colleges is a complex task and the current report must be combined with other evaluation evidence to draw a complete picture.

## ANALYSIS OF RESEARCH QUESTIONS

What kinds of degrees did the 1986 graduates receive?

Forty-eight percent of the total degrees and certificates awarded were in programs designed to prepare the student for immediate entry into a particular career. Associate degree graduates from career programs have taken at least 40 credit hours of college level courses designed for preparation into such areas as nursing, data processing, management, and law enforcement. In addition, they have completed at least 15 credit hours of college level courses fulfilling general education requirements in humanities, natural sciences, mathematics, and social sciences. Many survey respondents had taken more than the required 60 credit hours and some had earned more than one degree at the community college.

There were 1,326 certificates awarded for completion of a planned sequence of college level courses designed to prepare for immediate employment in a particular career. Graduates who receive a certificate degree do not necessarily need to take general education courses but must, depending on the program, complete at least 15 credit hours of college level instruction in a program such as practical nursing, data processing operations, and geriatric aide.

Forty-three percent of the total degrees awarded in fiscal year 1986 were associate degrees from programs designed to prepare for transfer to a four-year college. Associate degree graduates from transfer programs have taken courses in English, social sciences, natural sciences, mathematics, and fine arts, which are equivalent to those prescribed for the lower division of four-year colleges and universities.

In addition, students may have begun to take more specialized courses in areas like engineering, teacher education, and management. A series of articulation agreements in Maryland seek to assure that these community college graduates can transfer to four-year institutions with little or no loss of credit. (Table 3)

Table 3

SUMMARY OF DEGREES AND CERTIFICATES AWARDED
FISCAL YEAR 1986

| | Total | Percent of Total |
|---|---|---|
| Total certificates | 1,326 | 17% |
| Total AA degrees | 6,533 | 83 |
| Transfer AA degrees | 2,810 | 43 |
| Career AA degrees | 3,723 | 47 |
| Business and Commerce | 1,130 | 17 |
| Data Processing | 661 | 10 |
| Health Services | 1,144 | 18 |
| Mechanical and Engineering | 310 | 5 |
| Natural Science | 35 | 1 |
| Public Service | 443 | 7 |

How long did it take for the graduates to get their degree?

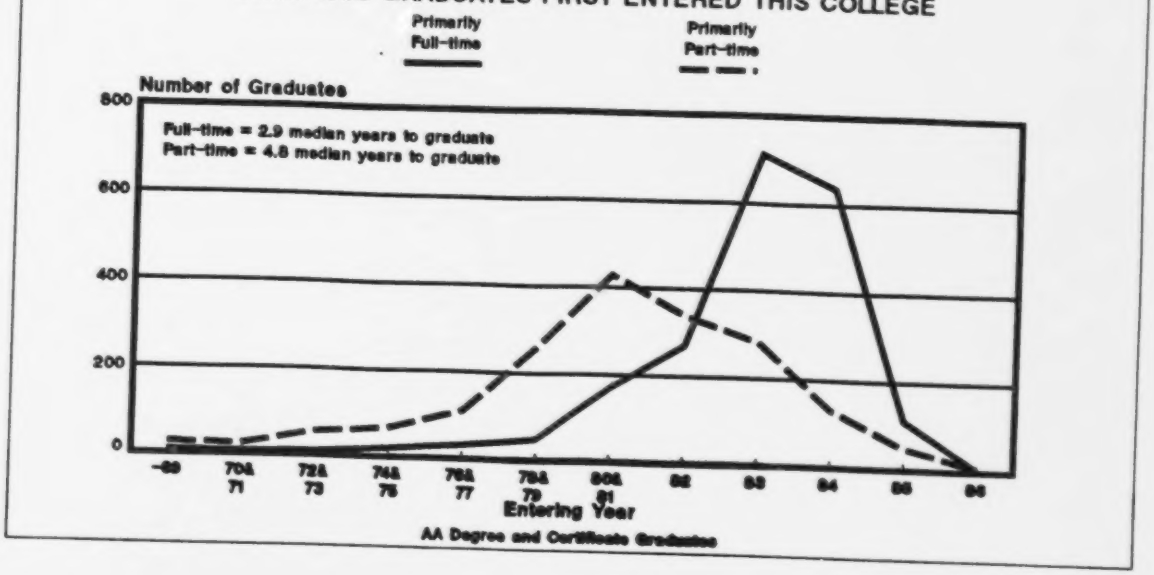
The average time from first entering the community college to graduation was 4.5 years (median--3.5 years).

Forty-seven percent of the graduates reported they had attended the community college primarily on a part-time basis. These "part-timers" averaged 5.8 years from first entering to graduation (median--4.8 years). The 53 percent who reported they had attended primarily on a full-time basis took an average of 3.3 years to graduate (median--2.9 years).

Figure 1 indicates that although most graduates had entered the college within the four years prior to graduation, a sizable number of the 1986 graduates had first entered the college before 1981. There were even 37 graduates who had first entered college prior to 1970.

Figure 1

YEAR 1986 GRADUATES FIRST ENTERED THIS COLLEGE




## What are the demographic characteristics of community college graduates?

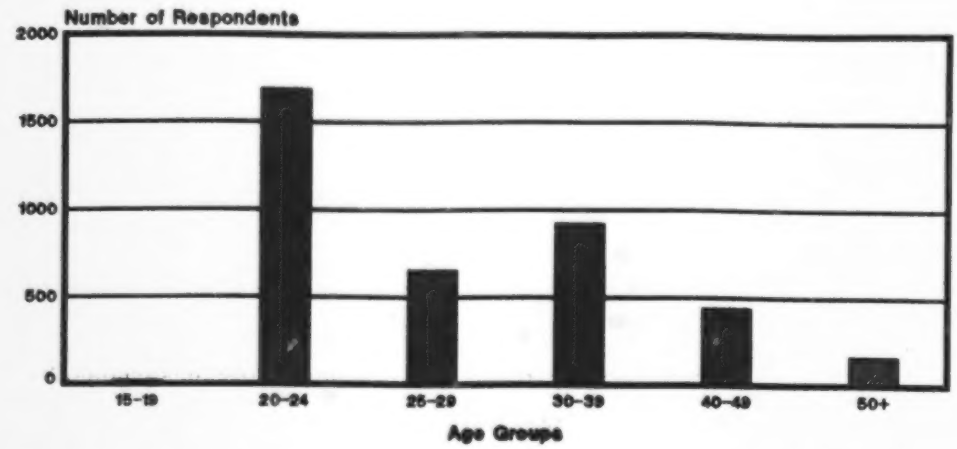
Statewide, 66 percent of the respondents were female and 15 percent were from a minority group. The median age for the respondents was 26 years. Table 4 provides information on these demographic characteristics for each college. Figure 2 shows how many respondents were in each age group. Thirty-nine percent were over 30 years.

Table 4

DEMOGRAPHIC CHARACTERISTICS

| College | Percent Female | Percent Minority | Median Age | Age Range |
|---|---|---|---|---|
| STATEWIDE | 66 | 15 | 26 | 18-81 |
| Allegany | 74 | 2 | 22 | 18-56 |
| Anne Arundel | 63 | 6 | 26 | 19-81 |
| Baltimore | 79 | 77 | 31 | 20-63 |
| Catonsville | 61 | 9 | 27 | 19-68 |
| Cecil | 69 | 2 | 28 | 19-50 |
| Charles | 72 | 10 | 25 | 18-58 |
| Chesapeake | 71 | 11 | 30 | 19-60 |
| Dundalk | 55 | 7 | 33 | 20-70 |
| Essex | 65 | 5 | 26 | 20-69 |
| Frederick | 65 | 4 | 24 | 19-57 |
| Garrett | 58 | 0 | 21 | 18-71 |
| Hagerstown | 58 | 3 | 22 | 18-54 |
| Harford | 77 | 7 | 26 | 20-74 |
| Howard | 69 | 18 | 30 | 20-58 |
| Montgomery | 62 | 20 | 25 | 19-67 |
| Prince George's | 66 | 32 | 27 | 19-69 |
| Wor-Wic Tech | 80 | 16 | 28 | 20-58 |

Figure 2
AGE DISTRIBUTION OF GRADUATES




What were the most important reasons for first entering the college?

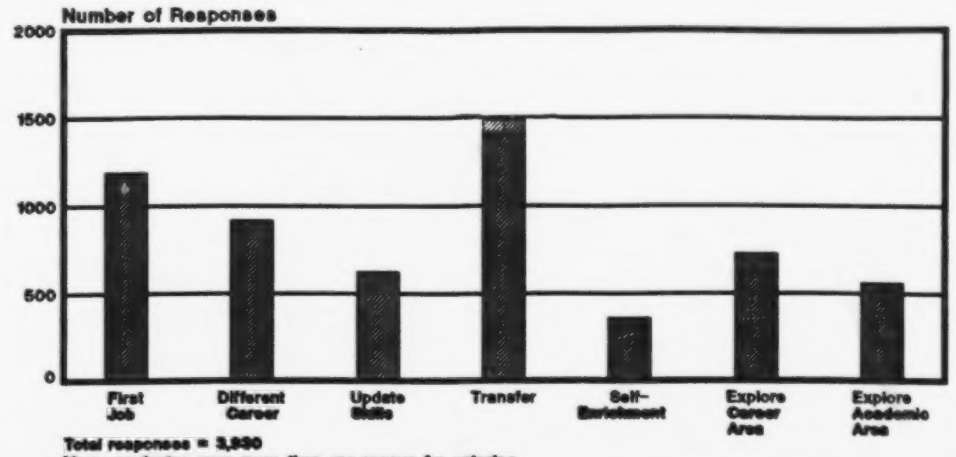
Thirty-nine percent of the respondents reported that transfer preparation was their most important reason for first attending the community college. (Figure 3) Thirty percent reported a major reason for attending was to prepare for entry into their first career.

In addition, 23 percent reported they had entered the community college to prepare for entry into a different career. Sixteen percent reported their major reason for first entering had been to update skills for their current job. Nineteen percent reported they had entered the college to explore a new occupational area; 14 percent were interested in exploring a new academic area; and 9 percent first came to take only a course of interest for self-enrichment.

Response to the request to name the most important reason(s) for first entering the community college highlights the diversity of the people who attend community colleges and the multiple reasons a single student can have for attending.

Many students gave a number of reasons with the most likely combinations being to prepare for transfer and to explore a new area; to prepare for a new job and to explore a new occupational area; and to update job skills and prepare for a new career.

**Figure 3**
**MOST IMPORTANT REASONS FOR FIRST ENTERING**




Why did the graduates choose the community college?

Figure 4 provides the reasons graduates gave for choosing their community college when they first entered.

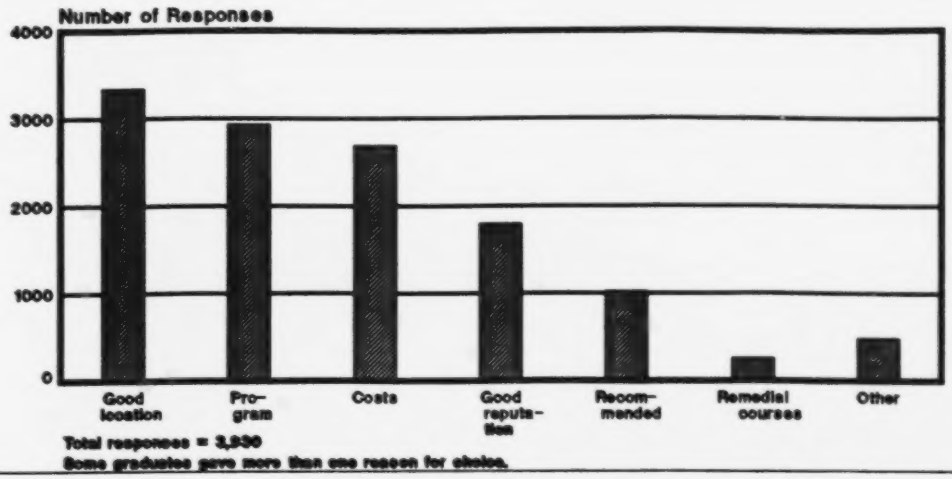
Eighty-one percent of all respondents said that one reason they chose the community college was because of its good location. Seventy-five percent mentioned one reason for attending had been because the desired program was available. Sixty-nine percent cited the low costs as a reason for choosing the college.

In addition, 46 percent mentioned the good reputation of the college as a reason for attending. Twenty-six percent said teachers or friends had recommended the college.

While 7 percent said one of the reasons was because the college offered good remedial and review courses, 14 percent mentioned other reasons for choosing the community college, including 4 percent who mentioned sports programs.

It should be noted that some graduates gave more than one reason for choosing the college.

Figure 4
REASONS FOR INITIALLY CHOOSING COLLEGE




## How did the graduates rate the faculty and instruction at the college?

Ninety-two percent of all graduates rated classroom instruction in their program as high (41 percent very good, 51 percent good). The overall quality of instruction at the college also was rated high (34 percent very good and 57 percent good). Eighty-one percent of the graduates found the faculty to be helpful and available. Faculty availability and helpfulness was rated as fair by 16 percent and poor by 3 percent. (Table 5)

Table 5

SATISFACTION WITH INSTRUCTION AND FACULTY

| Satisfaction with | Total Respondents | Very Good | Good | Fair | Poor | Very Poor |
|---|---|---|---|---|---|---|
| Classroom instruction in their own program | 3,883 | 41% | 51% | 7% | 1% | 0% |
| Overall quality of instruction at college | 3,869 | 34 | 57 | 8 | 1 | 0 |
| Faculty availability and helpfulness | 3,713 | 35 | 46 | 16 | 2 | 1 |

How did the graduates rate other aspects of the college?

In addition to classroom instruction and faculty, graduates were asked to rate class scheduling, job placement services, quality of laboratory equipment, and the overall quality of the college. (Table 6)

Table 6

SATISFACTION WITH OTHER COLLEGE FEATURES

| Satisfaction with | Total Respondents | Very Good | Good | Fair | Poor | Very Poor |
|---|---|---|---|---|---|---|
| Overall quality of college | 3,803 | 36 | 55 | 8 | 1 | 0 |
| Class scheduling | 3,845 | 26% | 50% | 20% | 3% | 1% |
| Job placement services | 1,851 | 17 | 29 | 33 | 13 | 8 |
| Quality of laboratory equipment | 2,976 | 20 | 50 | 25 | 3 | 2 |
| Other | 229 | 46 | 15 | 2 | 13 | 24 |

While 76 percent rated scheduling of classes as very good or good, 20 percent felt class scheduling was fair, and 4 percent were willing to say that class scheduling had been poor or very poor. Almost all graduates had an opinion concerning class scheduling and many who were dissatisfied wrote notes on the questionnaire regarding the need for more classes and sections at times that were more convenient to their work and family responsibilities.

Only about half of the respondents had some experience with the job placement services at their college. Twenty-one percent of graduates with some experience rated job placement services as poor (13 percent) or very poor (8 percent) and another 33 percent rated these services as only fair. Most of those expressing dissatisfaction with job placement service were not unhappy with the people or advice currently available but wrote that the colleges should be providing additional help in advising, job searches, and contacts with potential employers.

Graduates also were asked to rate the quality of laboratory equipment. Twenty percent rated lab equipment as very good, 50 percent rated it as good, 25 percent as fair, and 5 percent rated lab equipment as poor or very poor.

Two hundred and twenty-nine of the graduates rated "other" aspects of the community college and gave a wide variety of services and personal experiences that they were inclined to rate as either very good or very poor. Answers to this question most often singled out good and bad faculty members but also specified the bookstore, sports teams, and theater productions for mention.

Despite complaints about class scheduling, job placement services, and laboratory equipment, 91 percent of the respondents rated the overall quality

of the college as very good or good and less than one percent of the respondents (31 graduates out of 3,930) rated the overall quality of their community college as poor.

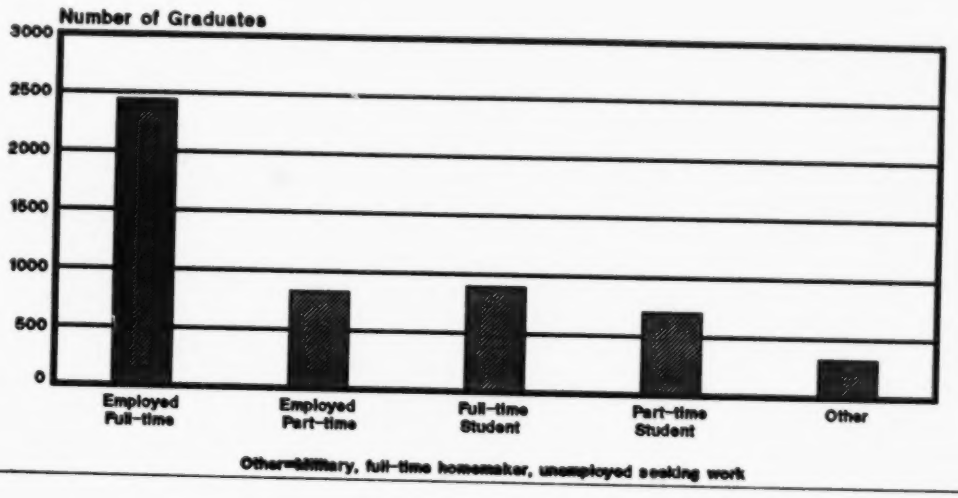
## EXPERIENCES AFTER GRADUATION

What were the graduates doing one year after graduation?

Most graduates reported working full-time (63 percent) or part-time (21 percent). Many were full-time students (23 percent) or part-time students (18 percent). Thirty-seven of the respondents were in the military and 260 or 7 percent reported being homemakers. Four percent reported they were unemployed and seeking work. Figure 5 shows the relative number of respondents in each category.

Student responses concerning the status one year after graduation make it clear that many graduates are involved in a variety of areas and are balancing lives that combine employment, further education, and homemaking. For instance, of the 2,444 respondents who reported they were working full-time, 512 or 22 percent also had transferred and were attending another college. Among those who reported they were employed part-time, 66 percent also were students at another college. Among the 1,605 graduates who reported they had transferred, 69 percent were employed. Only 26 percent of the transfers were full-time students without either a full-time or part-time job.

**Figure 5**
STATUS ONE YEAR AFTER GRADUATION



## How many graduates transferred?

Forty-one percent of the respondents attended another college after graduating from the community college. Twenty-six percent (1,021) of all graduates reported they were full-time students, while 15 percent (590) reported they attended part-time.

Table 7 shows the percent of all graduates who transferred at each of the community colleges. Colleges where a large percent transferred were Frederick (52 percent), Montgomery (50 percent), Essex (47 percent), Hagerstown (46 percent), and Catonsville (44 percent). Community colleges where graduates were less likely to transfer were Chesapeake (25 percent), Allegany (23 percent), and Wor-Wic Tech (20 percent).

The full-time transfers reported having completed an average of 30 credit hours at the transfer college since graduation from the community college. The part-time transfer students report having completed an average of 14 credit hours since graduating from the community college.

Table 7

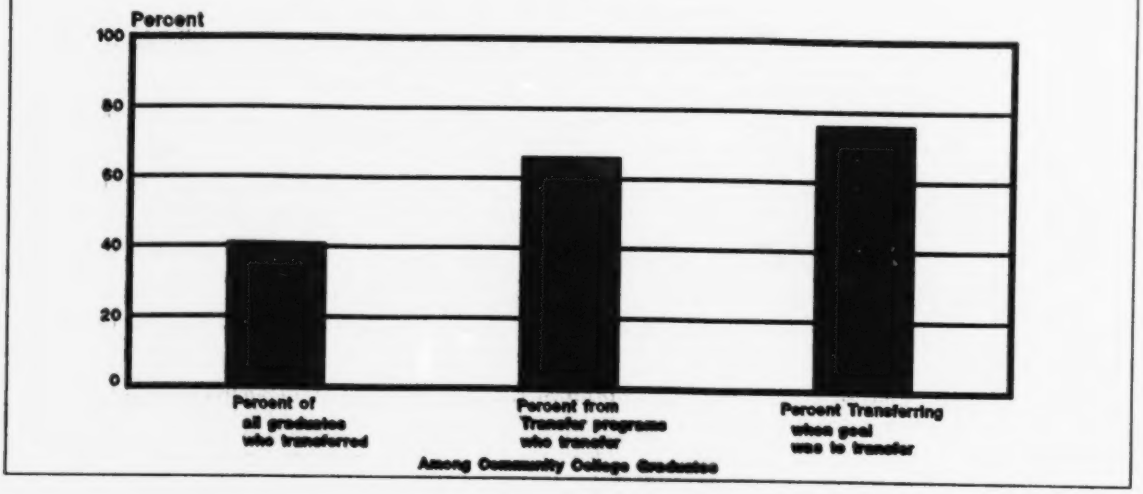
TRANSFER STATUS

| College | Total Respondents | Full-time Transfer | Part-time Transfer | Did not Transfer |
|---|---|---|---|---|
| STATEWIDE | 3,930 | 26% | 15% | 59% |
| Allegany | 249 | 18 | 5 | 77 |
| Anne Arundel | 438 | 25 | 16 | 58 |
| Baltimore | 203 | 25 | 17 | 58 |
| Catonsville | 441 | 24 | 20 | 55 |
| Cecil | 52 | 21 | 14 | 65 |
| Charles | 149 | 27 | 15 | 58 |
| Chesapeake | 75 | 17 | 8 | 75 |
| Dundalk | 138 | 17 | 18 | 65 |
| Essex | 403 | 28 | 19 | 53 |
| Frederick | 137 | 42 | 10 | 48 |
| Garrett | 26 | 31 | 4 | 65 |
| Hagerstown | 176 | 32 | 14 | 54 |
| Harford | 198 | 24 | 12 | 64 |
| Howard | 142 | 28 | 13 | 59 |
| Montgomery | 541 | 35 | 15 | 50 |
| Prince George's | 484 | 22 | 16 | 62 |
| Wor-Wic Tech | 78 | 6 | 14 | 80 |

## How many students who entered the college with a transfer goal had transferred?

Transfer goal achievement was high for these graduates. Among graduates who had entered with a goal to prepare for transfer (1,488), 76 percent had transferred during the one-year period between graduation and the survey. (Figure 6) Twenty-four percent who said they had come to the community college to prepare for transfer had not transferred during this time period.

## Figure 6
### TRANSFER AND TRANSFER GOAL ACHIEVEMENT




## Which transfer colleges did the graduates attend?

The largest number of the community college graduates reported they attended the University of Maryland College Park and Towson State University. Table 8 shows that most of those transferring to UMCP did so as full-time students (65 percent).

Table 8

TRANSFER COLLEGES/UNIVERSITIES

| Receiving College/University | Full-time Transfer | Part-time Transfer | Total |
|---|---|---|---|
| STATEWIDE | 1,013 | 578 | 1,591 |
| University of Maryland College Park | 237 | 127 | 364 |
| Towson State University | 168 | 54 | 222 |
| University of Maryland Baltimore County | 107 | 81 | 188 |
| University of Baltimore | 90 | 56 | 146 |
| Private Maryland | 42 | 51 | 93 |
| Another or Same Community College | 24 | 57 | 81 |
| Public Non-Maryland | 53 | 10 | 63 |
| Frostburg State College | 49 | 7 | 56 |
| Other Maryland Public Four-Year | 35 | 17 | 52 |
| Private Non-Maryland | 29 | 16 | 45 |
| Salisbury State College | 31 | 12 | 43 |
| Morgan State University | 27 | 7 | 34 |
| University of Maryland University College | 5 | 27 | 32 |
| Other | 116 | 56 | 172 |

Was the transfer major related to the graduate's community college program?

Seventeen percent of the graduates who transferred reported transferring to a major that was unrelated to their community college program. Thirty-three percent reported transferring to a program that was only somewhat related to their community college field. The survey provides data on an issue facing Maryland community colleges and the institutions that receive their graduates as transfer students: A large number of students transferring have been in career programs where the community college curriculum has been designed for preparing a student for entry into a career and where the community college intent has not been to prepare a student for transfer.

Of the 1986 graduates who transferred, 59 percent had graduated from a transfer preparation program and 41 percent had graduated from a career preparation program. Sixty-six percent of the graduates from transfer preparation programs reported they had transferred and 27 percent of the graduates from career programs reported they had transferred.

Transfer rates from career and transfer program areas varied by college. (Table 9) Colleges at which more than 50 percent of the transfers had graduated from career programs were: the Community College of Baltimore, Dundalk Community College, Montgomery College, Prince George's Community College, and Wor-Wic Tech Community College.

Table 9

TRANSFER GRADUATES

| College | From Transfer Programs | | From Career Programs | | Total Graduates |
|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | |
| STATEWIDE | 934 | 59% | 660 | 41% | 1,594 |
| Allegany | 35 | 64 | 20 | 36 | 55 |
| Anne Arundel | 107 | 60 | 72 | 40 | 179 |
| Baltimore | 33 | 39 | 51 | 61 | 84 |
| Catonsville | 123 | 63 | 72 | 37 | 195 |
| Cecil | 10 | 56 | 8 | 44 | 18 |
| Charles | 46 | 74 | 16 | 26 | 62 |
| Chesapeake | 13 | 68 | 6 | 32 | 19 |
| Dundalk | 22 | 46 | 26 | 54 | 48 |
| Essex | 130 | 69 | 59 | 31 | 189 |
| Frederick | 56 | 79 | 15 | 21 | 71 |
| Garrett | 7 | 88 | 1 | 13 | 8 |
| Hagerstown | 53 | 67 | 26 | 33 | 79 |
| Harford | 44 | 63 | 26 | 37 | 70 |
| Howard | 44 | 79 | 12 | 21 | 56 |
| Montgomery | 119 | 45 | 143 | 55 | 262 |
| Prince George's | 91 | 49 | 93 | 51 | 184 |
| Wor-Wic Tech | 1 | 7 | 14 | 93 | 15 |

How many community college credit hours were not accepted at the transfer college?

The average number of credits lost in transfer was six. Of the 1,308 graduates who transferred, 595 or 45 percent reported that all their community college credits were accepted and another 14 percent reported they had lost three or fewer credits. (Table 10)

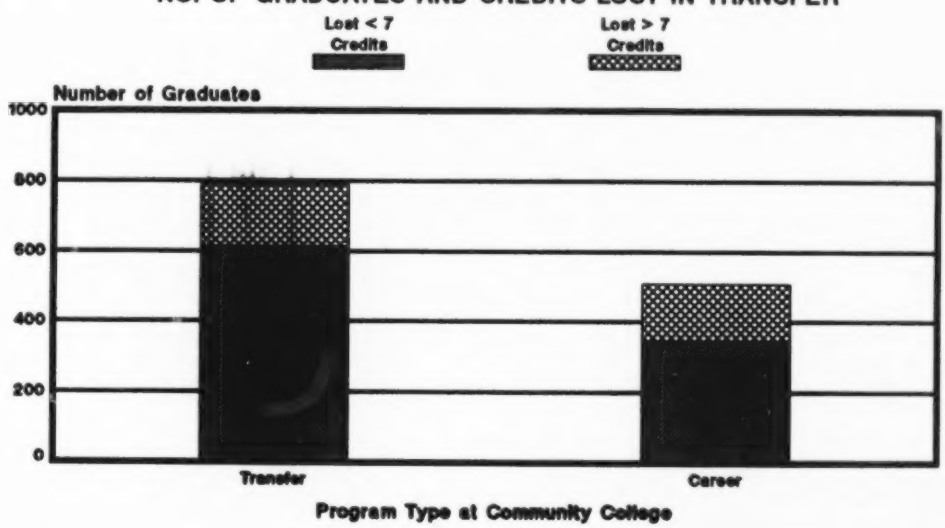
One indication that transfer from career programs may be causing graduates difficulty is the difference in the average credit hours not accepted. Graduates from career programs lost an average of eight credits when they transferred and graduates from transfer programs lost an average of five credit hours. Figure 7 illustrates both the size of the group of career graduates who transferred and the larger proportion of this group that lost more than 7 credit hours in the transfer process.

Table 10

TRANSFER OF COMMUNITY COLLEGE CREDIT
TO FOUR-YEAR COLLEGE/UNIVERSITY

| | All Accepted | 1-3 not Accepted | 4-7 not Accepted | 8-12 not Accepted | 12+ not Accepted |
|---|---|---|---|---|---|
| All transfers | 46% | 13% | 15% | 10% | 16% |
| Transfer programs | 48% | 15% | 15% | 9% | 13% |
| Career programs | 42% | 12% | 14% | 13% | 19% |

Figure 7
NO. OF GRADUATES AND CREDITS LOST IN TRANSFER



What was the grade point average of the graduates who transferred?

The mean grade point average of the community college graduates who transferred was 2.73. Students who were attending the transfer college full-time had a grade point average of 2.79 and those who were attending part-time had a GPA of 2.59.

Another indication that graduates from career programs do not transfer as easily as graduates from transfer programs is their lower grade point average at the four-year college (2.63 GPA for career program graduates vs. 2.79 GPA for graduates from transfer programs).

Were the community college graduates who transferred satisfied with their transfer preparation?

Most graduates who transferred felt their community college preparation had been very good (34 percent) or good (44 percent). Eighteen percent rated the preparation as fair and 4 percent (58 graduates) rated it as poor or very poor.

Figure 8 indicates there was no college where more than 6 percent of the transferring graduates rated their preparation as poor or very poor.

Graduates from community college career programs were not as likely to rate their preparation for transfer as very good (28 percent vs. 38 percent for those graduating from community college transfer programs) and somewhat more likely to rate preparation as poor or very poor. (Table 11)

Figure 8

STUDENT RATING OF TRANSFER PREPARATION

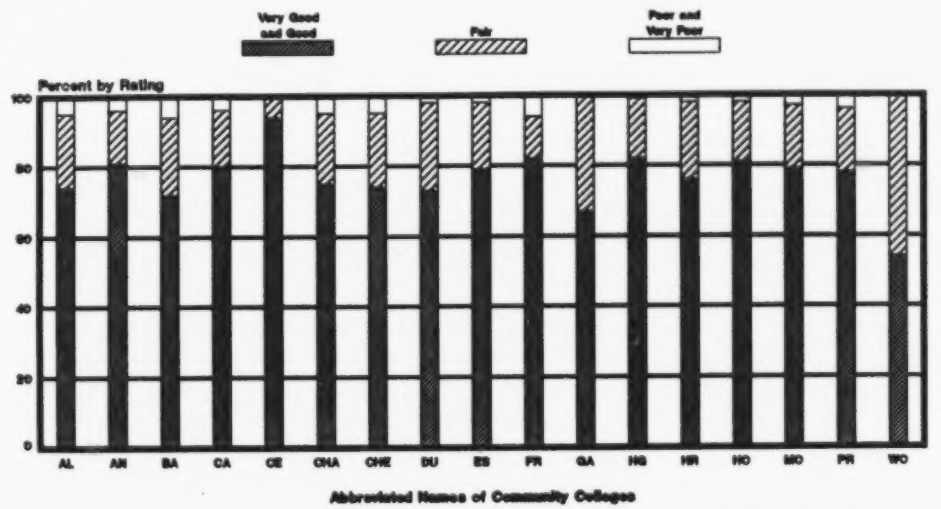


Table 11

RATING OF PREPARATION FOR TRANSFER

| | Very Good | Good | Fair | Poor | Very Poor |
|---|---|---|---|---|---|
| All transfers | 34% | 44% | 18% | 3% | 1% |
| Transfer programs | 38 | 43 | 16 | 3 | 0 |
| Career programs | 28 | 46 | 21 | 4 | 1 |

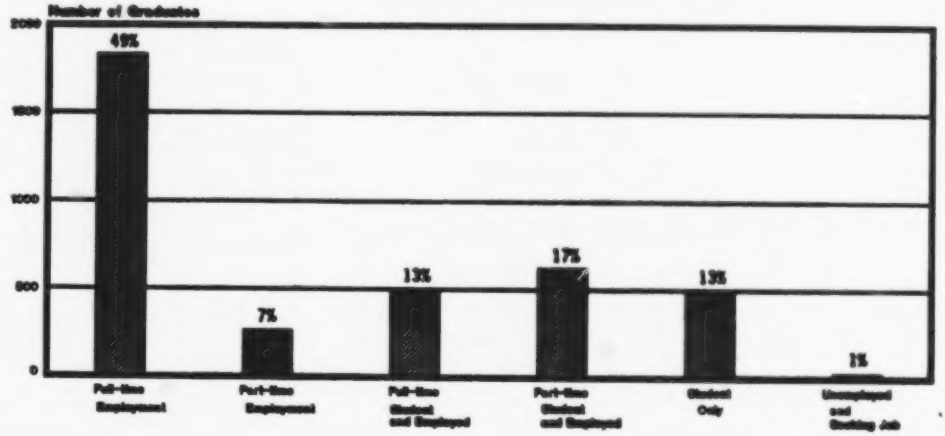
## EMPLOYMENT

How many of the graduates were employed?

All of the graduates were employed except for 31 who were seeking work and 496 who were exclusively students. There were 1,109 graduates reporting they were employed and also either a full-time (485) or part-time (624) student. Those who reported they were employed and were not attending college numbered 2,103 (1,836 full-time and 267 part-time). (Figure 9)

Figure 9

EMPLOYMENT STATUS OF GRADUATES



Where were the graduates employed?

Of the graduates holding a job, 87 percent were employed in Maryland and 55 percent were employed in the counties where their community college was located. (Table 12)

Table 12

JOB LOCATION OF EMPLOYED GRADUATES

| College | In Same County | In Different County | Not in Maryland |
|---|---|---|---|
| STATEWIDE | 55% | 32% | 13% |
| Allegany | 63 | 10 | 27 |
| Anne Arundel | 66 | 27 | 7 |
| Baltimore | 78 | 21 | 1 |
| Catonsville | 41 | 56 | 3 |
| Cecil | 33 | 14 | 54 |
| Charles | 62 | 18 | 21 |
| Chesapeake | 85 | 9 | 5 |
| Dundalk | 39 | 59 | 2 |
| Essex | 44 | 53 | 3 |
| Frederick | 66 | 28 | 6 |
| Garrett | 27 | 47 | 26 |
| Hagerstown | 61 | 13 | 26 |
| Harford | 43 | 56 | 1 |
| Howard | 33 | 63 | 4 |
| Montgomery | 65 | 19 | 16 |
| Prince George's | 49 | 16 | 35 |
| Wor-Wic Tech | 66 | 26 | 8 |

How much money were the graduates earning?

For all graduates who were working full-time, the average annual salary was $20,153, with salaries ranging from below $7,000 to above $50,000. Included are the salaries of graduates who may have started their present job before graduating or while attending the college.

Among those who had started their full-time job since graduation, the average salary was $18,320, with salaries ranging from below $7,000 to above $50,000. The median salary, which is less influenced by salaries at the extreme high or low end of the salary range, was $18,000.

Table 13 examines average full-time salaries by community college program area for graduates who began their job after graduation. Only those who were working in a job related to their community college program are included in Table 13. The average salary for those who began their full-time job after graduation and who were working in a job related to their community college program was $18,718.

Table 13

AVERAGE SALARY OF GRADUATES WORKING FULL-TIME
IN JOBS RELATED TO THEIR TRAINING

| Program Area | Average Salary One Year After Graduation |
|---|---|
| Transfer Programs | |
| Arts and Sciences | $14,678 |
| Engineering | 19,944 |
| General Studies | 19,101 |
| Business Administration | 17,341 |
| Computer Science | 35,133 |
| Weighted average | $17,645 |
| Career Programs | |
| Business and Commerce | $16,091 |
| Data Processing | 19,390 |
| Health Services | 20,555 |
| Mechanical and Engineering | 18,580 |
| Natural Science | 13,601 |
| Public Service Related | 15,701 |
| Weighted average | $18,474 |

Were the graduates working in jobs related to their college program?

One year after graduation 50 percent of all graduates were working full-time in a job related to their community college program. Among graduates of career programs, 61 percent were working full-time in a related job, 11 percent were working in a part-time job related to their program, 4 percent were not employed, and 10 percent were in other situations such as the military, working as homemakers, or had transferred to another college. Fourteen percent of the career program graduates were working either full-time or part-time jobs that were not related to their college program (Table 14).

As expected, fewer of the graduates of transfer programs reported they were employed in a job related to their community college program and a larger proportion were in the category of transfers, military, and homemaker. Graduates of transfer programs also were more likely than career program graduates to be working in an unrelated job, full-time or part-time. They were only slightly more likely to be unemployed (5 percent vs. 4 percent for career program graduates).

Graduates of programs in the Mechanical and Engineering Technologies (73 percent), Health Services Technology (68 percent), and Natural Science Technology (67 percent) areas were most likely to be working full-time in a job related to their community college program. Graduates from the program areas Data Processing and Public Services were more likely to be working full-time in an unrelated job. Graduates of Health Services programs were twice as likely as other graduates to be working part-time in a job related to their program. Graduates of programs in the Public Service Technology area were more likely than other career program graduates to have been in the military, transferred, or working as a homemaker.

Table 14

RELATIONSHIP OF JOB TO COLLEGE PROGRAM

| Program Area | Employed Full-time Related | Employed Full-time Unrelated | Employed Part-time Related | Employed Part-time Unrelated | Not Employed | Other |
|---|---|---|---|---|---|---|
| Transfer Programs | 29% | 15% | 9% | 15% | 5% | 27% |
| Career Programs | 61% | 10% | 11% | 4% | 4% | 10% |
| Business and Commerce | 61 | 11 | 10 | 4 | 4 | 10 |
| Data Processing | 56 | 18 | 5 | 5 | 5 | 10 |
| Health Services | 68 | 3 | 21 | 2 | 2 | 5 |
| Mechanical and Engineering | 73 | 8 | 3 | 3 | 4 | 10 |
| Natural Science | 67 | 10 | 10 | 5 | 0 | 10 |
| Public Service | 43 | 20 | 7 | 8 | 4 | 18 |

NOTE: Not employed are graduates unemployed or seeking work.
Other includes transfers, military, and homemakers.

## Why were some graduates not working in a field related to their community college program?

When graduates are not working in jobs that they consider "related" to their college program, it is important to understand the reasons for this situation. Program changes may be necessary if graduates feel their program has not adequately prepared them for related jobs or there are too few openings in their field.

As shown in the previous section, among the graduates of career programs, 14 percent were working either full- or part-time in jobs not related to their program, 4 percent were unemployed, and 10 percent were either in the mili-

tary, had transferred, or were full-time homemakers. Among all graduates, the most often cited reasons for not working full-time in a related job are shown in Table 15.

The single most often cited reason for not working full-time in a related field was the "need for more education to qualify for a job related to my field of preparation". Twenty-two percent of all graduates mentioned this as a reason. Thirteen percent of the graduates of career preparation programs mentioned this as a reason for not being employed full-time in a job related to their field of study.

Twelve percent of all graduates (and 12 percent of career program graduates) reported they were not working in their field of study because they needed more hands-on experience to qualify.

Seventeen percent of all graduates reported they were not employed full-time in a related field because they were attending another college. Nine percent of the career program graduates reported they were not working full-time in a related field because they were attending another college.

Other reasons cited by the graduates not working full-time in a field related to their program were "too few openings" (6 percent); "better opportunity in another field" (5 percent); and "changed career objective since graduating" (4 percent). A series of other less often cited reasons included part-time work and other obligations.

**Table 15**

**REASONS CITED FOR NOT WORKING FULL-TIME IN A JOB RELATED TO COMMUNITY COLLEGE PROGRAM**

| Reasons | Number of times cited | Percent of all graduates | Number of times cited by career graduates | Percent of all career graduates |
|---|---|---|---|---|
| Need more education to qualify | 843 | 22 | 318 | 13 |
| Transferred | 686 | 17 | 227 | 9 |
| Need more hands-on experience to qualify | 482 | 12 | 284 | 12 |
| Too few openings | 239 | 6% | 149 | 6% |
| Not in career oriented program | 224 | 6 | 27 | 1 |
| Better opportunities in another field | 179 | 5 | 115 | 5 |
| Changed career objectives | 166 | 4 | 85 | 3 |
| Other | 981 | 25 | 558 | 23 |

How well did the graduates feel their community colleges had prepared them for employment?

Most of the 1986 graduates who were working felt their community college had provided them a very good or good preparation for their jobs (Table 16). Seventy-eight percent rated community college preparation very good or good and 19 percent rated preparation as fair. Three percent rated the community college as providing poor or very poor preparation.

Although there were few differences between colleges on the percentage of graduates rating their preparation poor or very poor, there were several colleges where a higher proportion of graduates were willing to say their preparation was very good. Essex Community College (37 percent) and Garrett Community College (36 percent) were rated high by their graduates.

Table 16

RATINGS OF GRADUATES
OF COMMUNITY COLLEGE PREPARATION FOR JOB

| College | Number | Very Good | Good | Fair | Poor | Very Poor |
|---|---|---|---|---|---|---|
| STATEWIDE | 2,248 | 29% | 49% | 19% | 2% | 1% |
| Allegany | 169 | 31 | 52 | 15 | 1 | 1 |
| Anne Arundel | 231 | 26 | 51 | 20 | 3 | 1 |
| Baltimore | 116 | 28 | 50 | 19 | 1 | 2 |
| Catonsville | 243 | 24 | 53 | 20 | 3 | 0 |
| Cecil | 37 | 24 | 49 | 24 | 0 | 3 |
| Charles | 81 | 28 | 44 | 24 | 4 | 0 |
| Chesapeake | 41 | 22 | 54 | 15 | 5 | 5 |
| Dundalk | 74 | 32 | 50 | 14 | 3 | 1 |
| Essex | 239 | 37 | 46 | 14 | 2 | 1 |
| Frederick | 71 | 27 | 55 | 17 | 1 | 0 |
| Garrett | 11 | 36 | 46 | 18 | 0 | 0 |
| Hagerstown | 90 | 28 | 56 | 17 | 0 | 0 |
| Harford | 124 | 28 | 44 | 26 | 2 | 0 |
| Howard | 79 | 30 | 47 | 23 | 0 | 0 |
| Montgomery: | | | | | | |
| Rockville | 193 | 22 | 46 | 26 | 4 | 3 |
| Takoma Park | 78 | 33 | 53 | 8 | 3 | 4 |
| Germantown | 21 | 29 | 48 | 24 | 0 | 0 |
| Prince George's | 281 | 32 | 46 | 20 | 1 | 0 |
| Wor-Wic Tech | 69 | 29 | 52 | 17 | 1 | 0 |

Play It Again?

All graduates were asked, "If you had to do it over again, would you attend this community college?"

The answer to this question can be considered a critical assessment of the community colleges. Fifty-nine percent of the graduates reported they would "definitely" attend the same college again; 32 percent would "probably" attend the same college again; 6 percent were "not sure" and 4 percent reported they "probably" or "definitely" would not attend the college again.

Similarly, all graduates were asked, "If you had to do it over again, would you enroll in the same program?"

Forty-five percent would definitely enroll in the same program; 30 percent would probably enroll; 12 percent were not sure, and 14 percent would probably not or definitely not.

## SUMMARY AND IMPLICATIONS

The study included the following key findings and implications.

- Most students at each community college have a high regard for the quality of instruction they received and for the overall quality of their experience.

  Implication: Each of the community colleges in Maryland should be proud of this achievement and share this information with their faculty, college staff, and community. It is important that these people understand the results of their good work and their community investment.

- Most graduates report they would choose the same college and program if they had to start again.

  Implication: It is important that entering and potential students be aware these graduates felt their choice of college and their efforts to graduate were worthwhile.

- The median age of graduates was 26 and graduates ranged in age from 18 to 81. Almost half of the graduates had attended on a part-time basis and the average graduate took 4.5 years to graduate. Thirty-seven of the 1987 graduates had originally entered the college before 1970.

  Implication: Counselors and faculty should be aware of these findings so they can give advice and help other students to persist to graduation.

- Class scheduling and faculty availability were areas with a relatively high amount of student dissatisfaction.

  Implication: Class scheduling and office hours of faculty need to be arranged with an awareness that many of these graduates desired improvements in these areas.

- Most graduates had initially chosen their community college because of its convenient location, the availability of a desired program, the low cost, and good reputation of the community college.

Implication: Policymakers should be aware that access to quality programs at the right place and the right price are important to student choice. In most cases the choices of students are not between institutions but between going to this particular college or not going to any college.

Implication: College recruiters should be aware that students also take into consideration cost, availability of individual programs, and good reputation of the college when they are making decisions regarding whether to attend and which college to attend.

- Forty-one percent of the graduates reported they had transferred to another college since graduation and 76 percent of those whose initial goal had been to prepare for transfer had transferred within one year of community college graduation. However, most of those who had transferred were also employed either full- or part-time and/or had other responsibilities, like full-time homemaking, which competed with being a transfer student.

  Implication: Community college counselors and advisors should make community college students aware that many more traditional four-year colleges expect more full-time attention to classes and are less tolerant of extending studies over long periods of time.

  Implication: Faculty and administrators at four-year colleges that accept these transfers should be more aware they are likely to be accepting older students with multiple job and family responsibilities. This type of student will need and expect more time to progress toward graduation.

- Most graduates had transferred into a program that was related to their community college program and most reported few problems with the transfer of credits from the community college. The average GPA at the transfer colleges was 2.73, using a 4.00 grading system, and most graduates rated their community college preparation for transfer as very good or good.

  Implication: Community college faculty and staff should be told that their efforts in preparing students for transfer are successful and appreciated by the graduates.

  Implication: Entering and potential students who plan to prepare for transfer to a four-year college should be aware that their college's graduates achieve that goal and do well when they transfer.

  Implication: Individuals at the four-year colleges, such as Dr. Walt Hohenstein at the University of Maryland, who strive to make the community college and four-year campuses work together for the transfer students should be proud that most of the students

transfer with little difficulty. They, and the individuals at each community college campus who design curriculum so students are prepared for transfer, should be congratulated.

- o A large number of graduates from community college career programs report they have transferred to another college. These graduates, who were not in a community college program specifically designed to prepare for transfer to a four-year program, reported more of their community college credits were rejected, had a lower GPA average, and less satisfaction with preparation for transfer.

  Implication: Both community colleges and four-year colleges in Maryland need to examine this issue. Community college are likely to be blamed for poorly prepared students when these students do poorly after transfer. Although many will be delighted that students "tracked" into programs designed to prepare for entry into a specific career are finding the opportunity to transfer and continue their education beyond an AA degree. Community colleges need to examine their curricula and advising systems to provide better preparation for these potential transfers. The receiving colleges may also need to be providing more courses and services designed to bridge the gap for these students.

- o Most graduates are employed full-time and most of these graduates are working in jobs related to their program at the community college. Almost all are working in Maryland and in the county (counties) which support their college.

  Implication: Investment in community college education has immediate payback on the local economy by providing a trained workforce and new and continuing taxpayers.

- o The average salary of community college graduates beginning new jobs and working full-time was $18,320. Graduates from career programs who were working full-time in a job related to their program began at an average annual salary of $18,718.

  Implication: Information on average salaries of graduates can be made available to enrolled and entering students. One of the few areas where students had complaints about their community college was in job placement and advising. Colleges need to be aware of the types of jobs and the job levels that their graduates are obtaining.

- o Community college graduates rated their colleges high on preparing them for their jobs.

  Implication: Faculty and college staffs should be proud that their efforts are appreciated and that the college programs are relevant to graduates.

- When asked if they would attend the same college and take the same program if they had to start again, over 90 percent said they would attend the same college and 75 percent said they would take the same program.

  Implication: Community college graduates had few second thoughts on their initial choice of college and only a few had doubts about their choice of program. For these students, community colleges were a good experience and one worth their time and effort.

# MARYLAND PUBLIC COMMUNITY COLLEGES GRADUATE FOLLOW-UP QUESTIONNAIRE

The purpose of this questionnaire is to help your community college and the State Board for Community Colleges assess and improve programs. This form should require less than 15 minutes to complete. All answers will be strictly confidential. Additional comments are welcomed and can be written in the margins or attached to the survey. Thank you for your assistance.

(Please make corrections if necessary)

Name _____

Address _____

_____

---

## PART I

A. What is your current work/education status? (Check all that apply)

[ ] 1. Employed full-time (35 or more hours per week)
[ ] 2. Employed part-time
[ ] 3. Full-time student (12 or more credit hours)
[ ] 4. Part-time student
[ ] 5. Active military service
[ ] 6. Full-time homemaker
[ ] 7. Unemployed and seeking a job
[ ] 8. Unemployed and not seeking a job
[ ] 9. Employed and seeking a new job

B. How important to you were the following reasons for entering this community college?

| Most Important | Important | Not Important | | |
|---|---|---|---|---|
| [ ] | [ ] | [ ] | 1. | Prepare for entry into first career |
| [ ] | [ ] | [ ] | 2. | Prepare for entry into different career |
| [ ] | [ ] | [ ] | 3. | Update skills for current job |
| [ ] | [ ] | [ ] | 4. | Prepare for transfer to four-year institution |
| [ ] | [ ] | [ ] | 5. | Self-enrichment/courses of interest only |
| [ ] | [ ] | [ ] | 6. | Explore new occupational area |
| [ ] | [ ] | [ ] | 7. | Explore new academic area |
| [ ] | [ ] | [ ] | 8. | Other (specify) _____ |

C. Was your most important goal (indicated in Question B) achieved by the time you graduated from this community college?

[ ] 1. Achieved completely
[ ] 2. Achieved partly
[ ] 3. Not achieved

D. Why did you choose this particular college? (Check all that apply)

[ ] 1. Offered desired academic program(s)/course(s)
[ ] 2. Offered desired athletic programs
[ ] 3. Good reputation of college
[ ] 4. Recommended by a friend
[ ] 5. Recommended by high school teacher/counselor
[ ] 6. Good remedial and review courses
[ ] 7. Low costs
[ ] 8. Convenient location
[ ] 9. Other (specify) _____

E. How would you rate the following at this community college?

| Very Good | Good | Fair | Poor | Very Poor | No Opinion | |
|---|---|---|---|---|---|---|
| [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | 1. Classroom instruction in your program |
| [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | 2. Overall quality of instruction |
| [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | 3. Class scheduling |
| [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | 4. Job placement services |
| [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | 5. Faculty availability/helpfulness |
| [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | 6. Quality of laboratory equipment |
| [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | 8. Overall quality of college |
| [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | 9. Other (specify) _____ |

F. What year did you start attending this community college? 19 ___

G. Did you attend this community college primarily on a part-time basis or on a full-time basis?

[ ] 1. Primarily part-time (11 credits or less per semester)
[ ] 2. Primarily full-time (12 credits or more per semester)

---

## PART II

H. Have you taken courses at another college since graduating from this community college?

[ ] 1. Yes, full-time (12 or more credit hours per term)
[ ] 2. Yes, part-time
[ ] 3. No (Skip Part II and go to Part III)

I. What is the name of the college or university you have most recently attended?

_____ at _____
Institution Location/Campus

J. What is your curriculum program or major at your current college/university?

_____

K. Is your current program in the same academic field as the program from which you graduated at this community college?

[ ] 1. Yes, in same academic field
[ ] 2. In somewhat related academic field
[ ] 3. No, in a different academic field

L. How many credit hours have you completed at your transfer college/university?

_____

M. What is your overall grade point average (GPA) for credits earned at the college/university you are now attending (based on a 4-point scale)? __.__ GPA

N. How well did the community college prepare you for transfer?

[ ] 1. Very good preparation
[ ] 2. Good preparation
[ ] 3. Fair preparation
[ ] 4. Poor preparation
[ ] 5. Very poor preparation

O. How many credit hours from this community college were not accepted at your transfer college/university? _____ credit hours lost

P. Please specify the community college course(s) which did not transfer?

_____ _____ _____

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## PART III

If you are <u>not</u> currently employed, skip Part III and go to Part IV.

Q. What is the title of your current position? _____

R. Where is your job located? _____ City _____ County _____ State

S. When did you begin your present job?

[ ] 1. Before attending this community college
[ ] 2. While attending this community college
[ ] 3. After graduating from this community college

T. If you are employed full-time, what is your current gross annual salary (before overtime, deductions, and taxes)? All responses are confidential. $_____

U. How well did your community college prepare you for employment?

[ ] 1. Very good preparation
[ ] 2. Good preparation
[ ] 3. Fair preparation
[ ] 4. Poor preparation
[ ] 5. Very poor preparation
[ ] 6. No opinion

V. For some programs we would like to contact employes to ask how well they think the community college prepared students for their job. May we contact your employer for this purpose?

[ ] 1. Yes
[ ] 2. No

Employer's name: _____ Employer's address: _____
Supervisor's name: _____ Supervisor's title: _____

W. Is your job related to your community college program?

[ ] 1. Yes, in same field
[ ] 2. In somewhat related field
[ ] 3. No, in different field

## PART IV

If you are employed full-time in a job related to your community college program, skip Part IV and go to Part V.

X. Why are you not working full-time in a field related to your degree? (Check all that apply)

[ ] 1. There are few openings in the field in which I was prepared
[ ] 2. I found a better opportunity in a different field
[ ] 3. I changed my career objective since graduating
[ ] 4. I need more education to qualify for a job in my field of preparation
[ ] 5. I need more hands-on experience to qualify for a job in my field of preparation
[ ] 6. My program of study at this community college was not career-oriented
[ ] 7. I prefer to work part-time
[ ] 8. I have other obligations that prevent me from working full-time
[ ] 9. I am attending another college/university and don't have time to work full-time
[ ] 10. Other (specify) _____

Y. Do you still intend to seek a full-time job in a field related to your degree?

[ ] 1. Yes
[ ] 2. No
[ ] 3. Not sure

## PART V

Z. If you had to do it over again, would you attend this community college?

[ ] 1. Definitely yes
[ ] 2. Probably yes
[ ] 3. Not sure
[ ] 4. Probably not
[ ] 5. Definitely not

Please explain _____

AA. If you had to do it over again, would you enroll in the same program?

[ ] 1. Definitely yes
[ ] 2. Probably yes
[ ] 3. Not sure
[ ] 4. Probably not
[ ] 5. Definitely not

Please explain _____

BB. What did you like best about this community college? _____

CC. What changes could be made to your community college program to improve a graduate's employment and/or transfer performance?

_____

**Thank you for completing this questionnaire.**
**Please return it in the enclosed prepaid envelope.**

ERIC CLEARINGHOUSE FOR JUNIOR COLLEGES APR 15 1988